QiSS online action planning tool – User Guide

July 2013

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QiSS online action planning tool – User Guide

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QiSS online action planning tool

1. The QiSS online action planning tool for schools/Voluntary community sector (VCS) organisations has been designed around the **'Extending Learning Opportunities: a framework for self–evaluation in study support'** document, developed by QiSS and supported by the Department for Education.

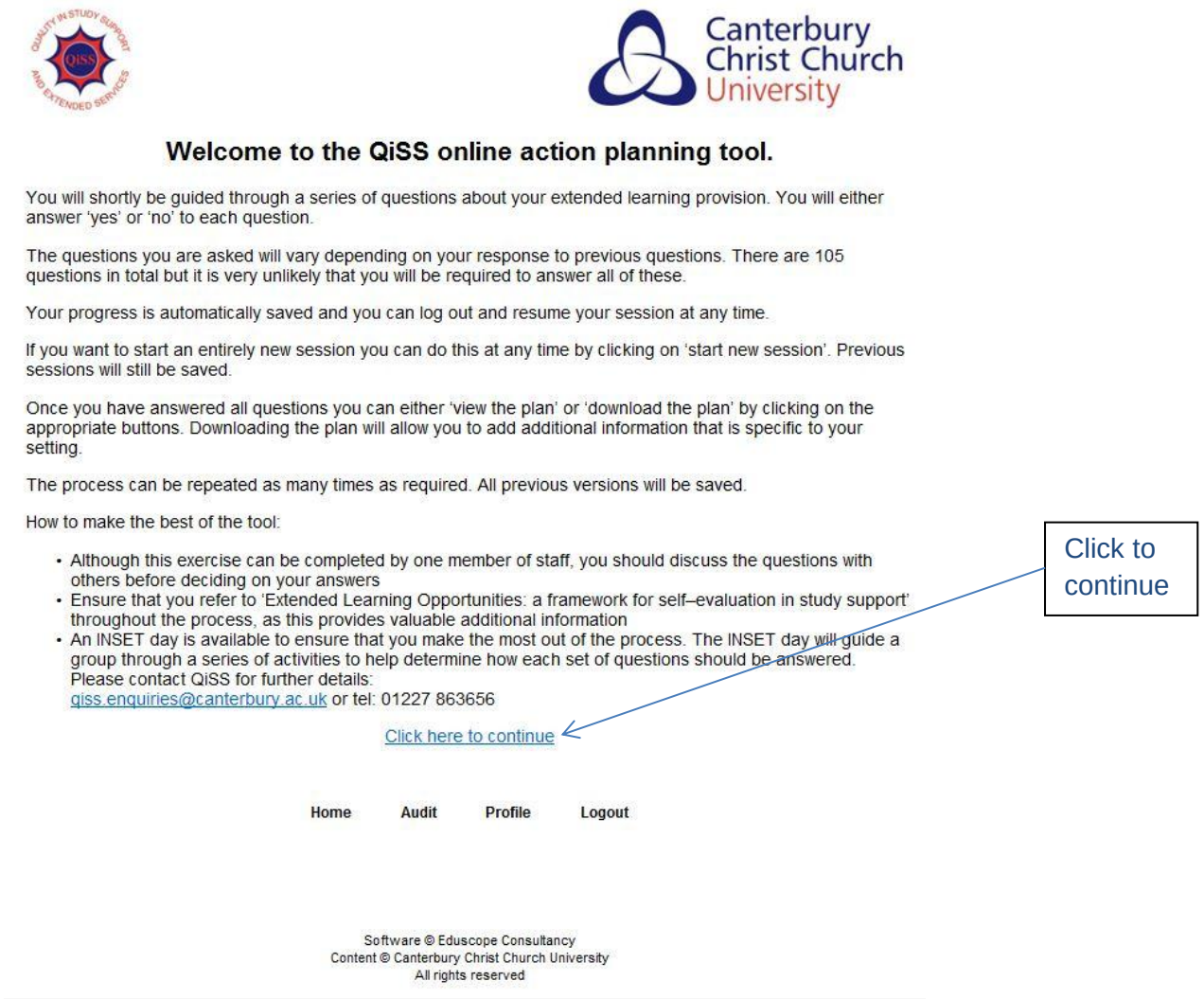
Extending Learning Opportunities
Revised edition (2011)
A framework for self-evaluation in study support
Working in partnership with, and funded by:
Department for Education
Canterbury Christ Church University

The Extending Learning Opportunities (ELO) framework for self-evaluation in study support is a tool for quality assurance of the learning opportunities for children and young people outside of normal lesson time. First Steps is an easy to use series of Yes/No questions, which will assist an organisation in beginning the process of self-evaluation and quality assurance of its provision.

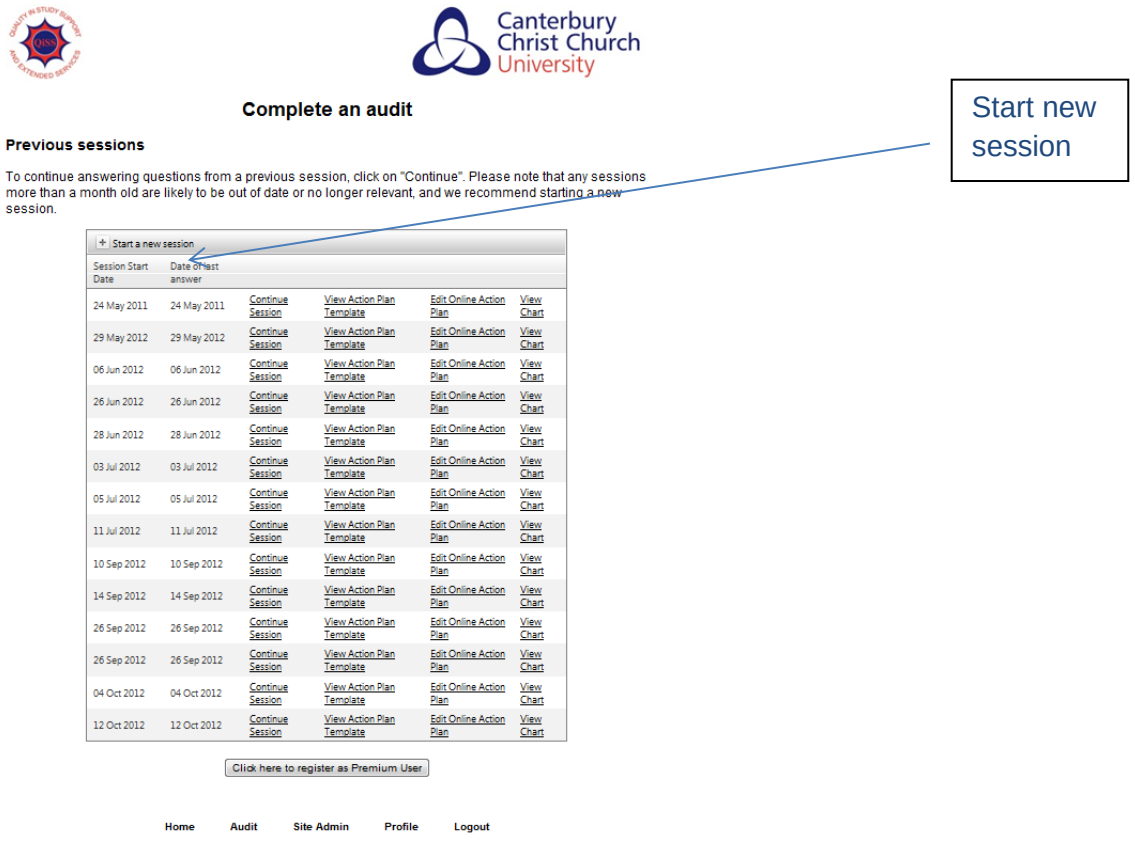
Each question is linked so that a number of aspects of provision is explored based around the 15 themes contained within the ELO. Completion of the questions will lead to the generation of an action plan which can form the basis of a quality improvement cycle.

To access this tool you will need a login and a password.
If you do not have a valid log-in and password
please contact Sue Vardy
Email: sue.vardy@canterbury.ac.uk
Tel: 01227 86 3656

2. Once you have logged in, you will be taken to a welcome page

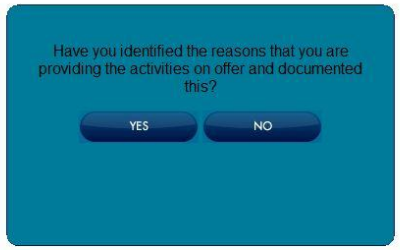

Canterbury Christ Church University
Welcome to the QiSS online action planning tool.
You will shortly be guided through a series of questions about your extended learning provision. You will either answer 'yes' or 'no' to each question.
The questions you are asked will vary depending on your response to previous questions. There are 105 questions in total but it is very unlikely that you will be required to answer all of these.
Your progress is automatically saved and you can log out and resume your session at any time.
If you want to start an entirely new session you can do this at any time by clicking on 'start new session'. Previous sessions will still be saved.
Once you have answered all questions you can either 'view the plan' or 'download the plan' by clicking on the appropriate buttons. Downloading the plan will allow you to add additional information that is specific to your setting.
The process can be repeated as many times as required. All previous versions will be saved.
How to make the best of the tool:
• Although this exercise can be completed by one member of staff, you should discuss the questions with others before deciding on your answers
• Ensure that you refer to 'Extended Learning Opportunities: a framework for self–evaluation in study support' throughout the process, as this provides valuable additional information
• An INSET day is available to ensure that you make the most out of the process. The INSET day will guide a group through a series of activities to help determine how each set of questions should be answered.
Please contact QiSS for further details:
qiss.enquiries@canterbury.ac.uk or tel: 01227 863656
Click here to continue
Home
Audit
Profile
Logout
Software © Eduscope Consultancy
Content © Canterbury Christ Church University
All rights reserved
Click to continue

3. This will take you to the self-assessments you have already completed (if this is the first time you have logged in, there will be no previous sessions). Click ‘Start new session’.


Canterbury Christ Church University
Complete an audit
Previous sessions
To continue answering questions from a previous session, click on "Continue". Please note that any sessions more than a month old are likely to be out of date or no longer relevant, and we recommend starting a new session.
Start new session
Start a new session
Session Start Date
Date of last answer
Continue Session
View Action Plan Template
Edit Online Action Plan
View Chart
Click here to register as Premium User
Home
Audit
Site Admin
Profile
Logout

4. You will then be asked a series of Yes/No questions. These questions are built around the themes in the ELO (see page 8, below) and have been designed to be suitable for schools or VCS organisations. Clicking ‘Yes’ indicates you feel that you have addressed the issues in the question and if asked could provide supportive evidence (i.e. minutes of meetings, policy documents, testimonials, questionnaires, photographs etc.). In effect the more times you say yes to a question in a particular theme, the more developed you are suggesting your provision is.

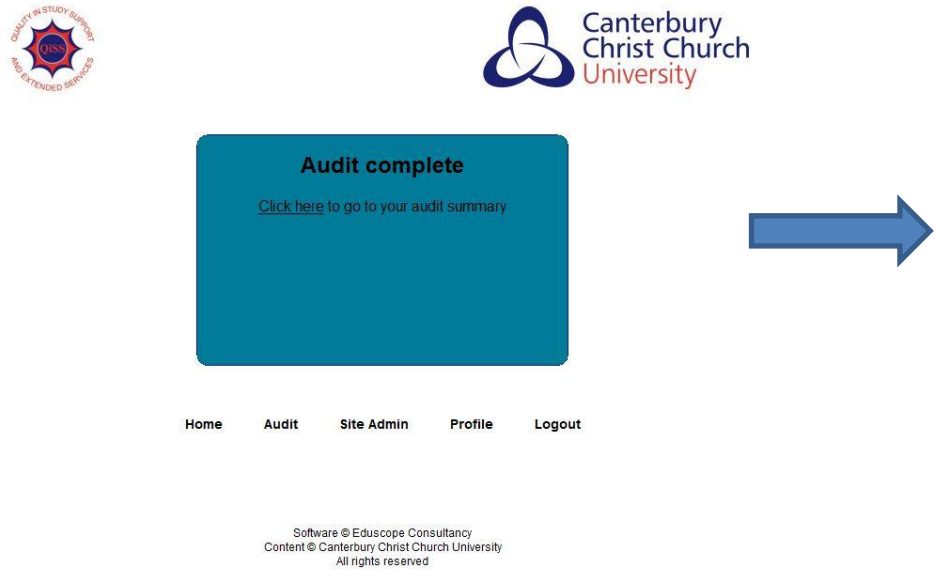
   If you click ‘No’ you will be asked additional questions to enable the system to learn what if anything you do have in that theme. The number of questions the tool will ask, will then depend on the relative number of times the ‘Yes’ and ‘No’ options are clicked.

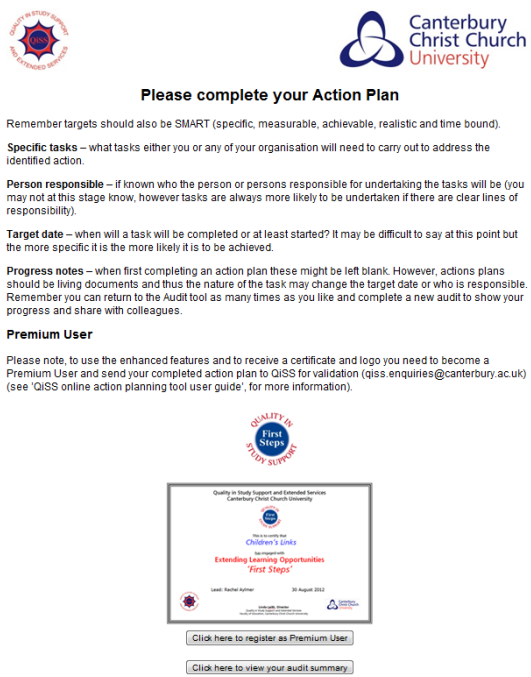


ELO Themes & Key Indicators

	Key Indicator at Each Level		
	Emerged	Established	Advanced
1.Clear Purposes	Responding to needs and clarifying purposes	Communicating policy through development planning	Keeping purposes and practice under critical review
2. Finding out what's needed	A process for finding out	Continuous consultation and review	Diverse data sets and other evidence inform priorities and development planning
3. A distinct ethos for learning	A user friendly environment catering to a variety of needs and uses	An organisation that is responsive, flexible and open to new ideas	An organisation focussed on innovation in learning
4. Empowering young people	Engagement and involvement	Embedding children and young people's ownership	A culture of lifelong learning through children and young people's ownership
5. Learning together	A capacity for adults and young people to learn about learning together	A programme shaped by insights into the how and why of learning	A collaborative learning and research organisation
6. Effective resourcing	Monitoring and managing resources	A creative approach to maximising and sharing resources	Innovative use of diverse and sustainable resources
7. Communicating effectively	Publicising and promoting study support activities	An information strategy	Information dissemination as a learning experience
8. Developing programmes	Developing programmes of activities which meet needs	Broad and balanced programmes which enable, enrich and extend	An entitlement to innovative and developmental learning experiences
9. Identifying leaders of learning	Clear criteria for selecting leaders based on needs and priorities	Wider perspectives on who can lead learning	Diverse, innovative & informed approaches to leadership for learning
10. Getting the best from leaders of learning	Support and guidance for those who lead learning	A structured approach to leader development	Outstanding practice networks that create new knowledge
11. Developing partnerships	Identifiable benefits of working together	Sustained collaboration in planning and delivery of Extended Learning/Study Support	Collective ownership of goals, resources, philosophy and outcomes
12. Measuring the difference	Collecting and using evidence	An holistic approach to gathering and using data	Using data for more effective learning
13. Getting results	Gathering evidence of learning gains	Recording, rewarding and certificating achievement and demonstrating impact	Self-directed learning is part of the organisational ethos
14. Managing improvement	Extended Learning/Study Support which is co-ordinated, managed and led	Extended Learning/Study Support integral to development planning	A capacity for managing change through self-evaluation
15. Achieving a return on investment	Taking into account real and hidden costs	Looking at best value, matching costs and effectiveness	A clear and demonstrable return on investment

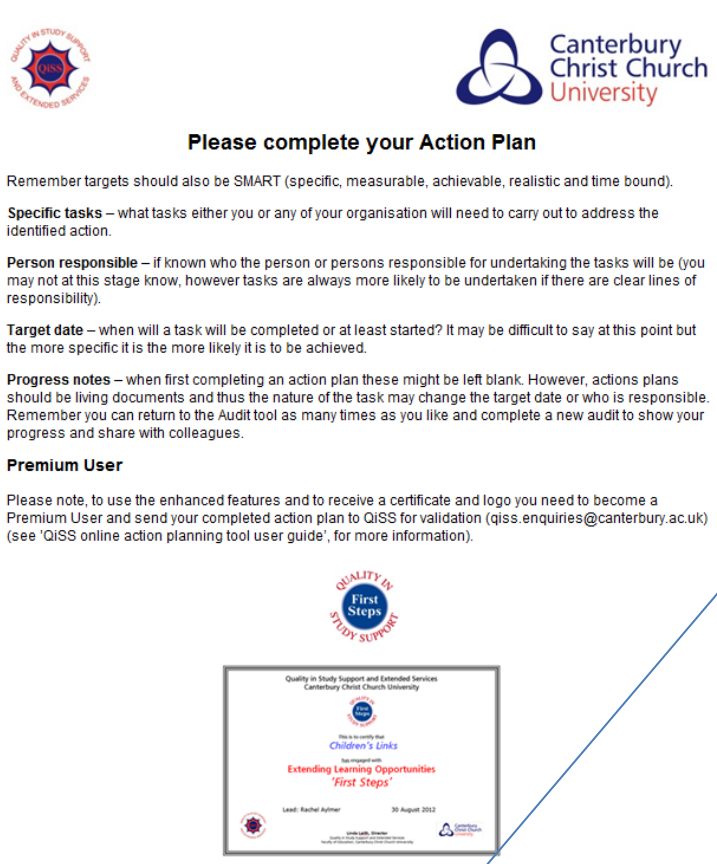
5. Once the on-line self-assessment has been completed you will be promoted to complete your action plan.




Canterbury Christ Church University
Please complete your Action Plan
Remember targets should also be SMART (specific, measurable, achievable, realistic and time bound).
Specific tasks – what tasks either you or any of your organisation will need to carry out to address the identified action.
Person responsible – if known who the person or persons responsible for undertaking the tasks will be (you may not at this stage know, however tasks are always more likely to be undertaken if there are clear lines of responsibility).
Target date – when will a task will be completed or at least started? It may be difficult to say at this point but the more specific it is the more likely it is to be achieved.
Progress notes – when first completing an action plan these might be left blank. However, actions plans should be living documents and thus the nature of the task may change the target date or who is responsible. Remember you can return to the Audit tool as many times as you like and complete a new audit to show your progress and share with colleagues.
Premium User
Please note, to use the enhanced features and to receive a certificate and logo you need to become a Premium User and send your completed action plan to QiSS for validation (qiss.enquiries@canterbury.ac.uk) (see 'QiSS online action planning tool user guide', for more information).
Click here to register as Premium User
Click here to view your audit summary

Remember you can use the tool any number of times to undertake subsequent audits, as an individual or as a team. This may be useful as a measure of progress and/or impact.

6. From this page you can either return to the summary page where your newly completed audit and action plan will appear along with the date. Or you can register directly as a premium user and take advantage of the enhanced features see section 9.



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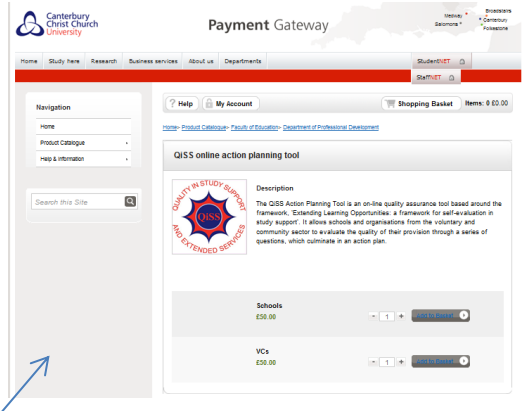
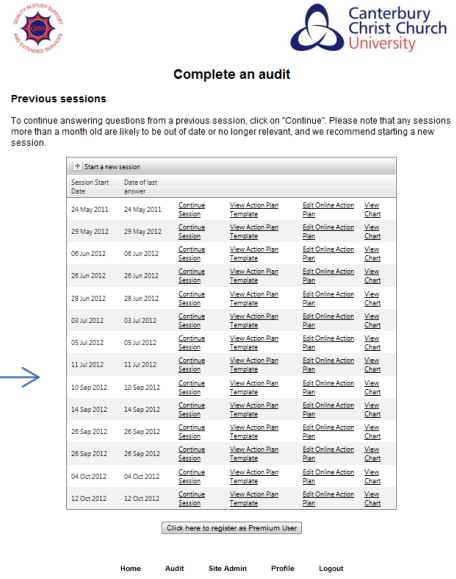
Quality in Study Support and Extended Services
Canterbury Christ Church University

This is to certify that
Children's Links
has engaged with
Extending Learning Opportunities
'First Steps'
Lead: Rachel Aylmer 30 August 2012

Click here to register as Premium User

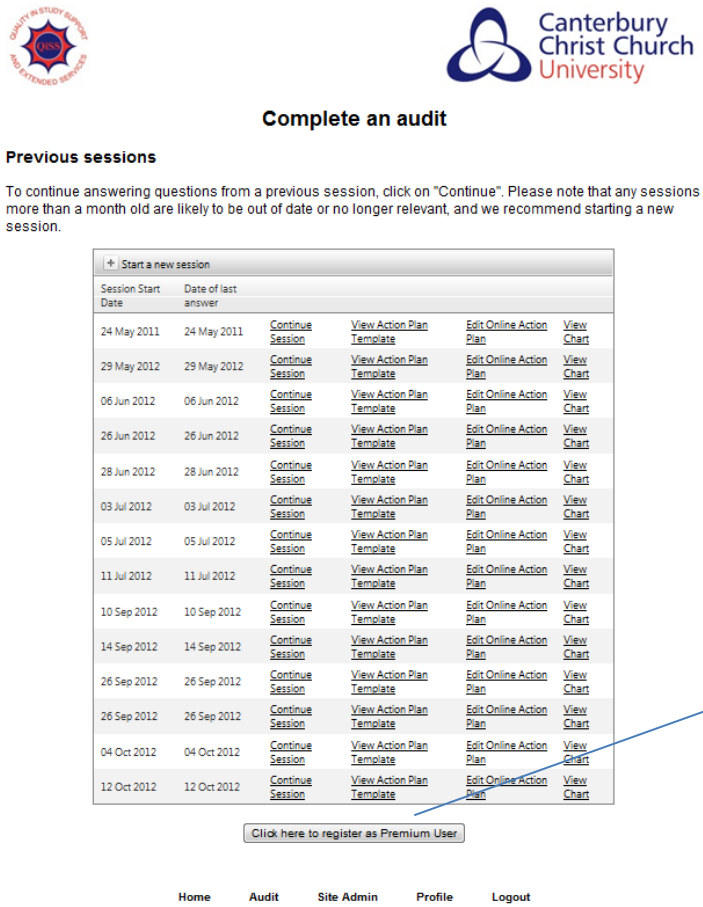
Click here to view your audit summary




Canterbury Christ Church University
Complete an audit
Previous sessions
To continue answering questions from a previous session, click on "Continue". Please note that any sessions more than a month old are likely to be out of date or no longer relevant, and we recommend starting a new session.
Start a new session
Session Start Date
Date of last answer
Continue Session
View Action Plan Template
Edit Online Action Plan
View Chart
Click here to register as Premium User
Home
Audit
Site Admin
Profile
Logout

Choose to upgrade to a Premium User or return to view action plan

7. Once an audit has been completed you can choose to view the action plan which has automatically been generated and upgrade to a Premium User.



Canterbury Christ Church University

Complete an audit

Previous sessions

To continue answering questions from a previous session, click on "Continue". Please note that any sessions more than a month old are likely to be out of date or no longer relevant, and we recommend starting a new session.

+ Start a new session

Session Start Date	Date of last answer				
24 May 2011	24 May 2011	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
29 May 2012	29 May 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
06 Jun 2012	06 Jun 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
26 Jun 2012	26 Jun 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
28 Jun 2012	28 Jun 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
03 Jul 2012	03 Jul 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
05 Jul 2012	05 Jul 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
11 Jul 2012	11 Jul 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
10 Sep 2012	10 Sep 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
14 Sep 2012	14 Sep 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
26 Sep 2012	26 Sep 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
26 Sep 2012	26 Sep 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
04 Oct 2012	04 Oct 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart
12 Oct 2012	12 Oct 2012	Continue Session	View Action Plan Template	Edit Online Action Plan	View Chart

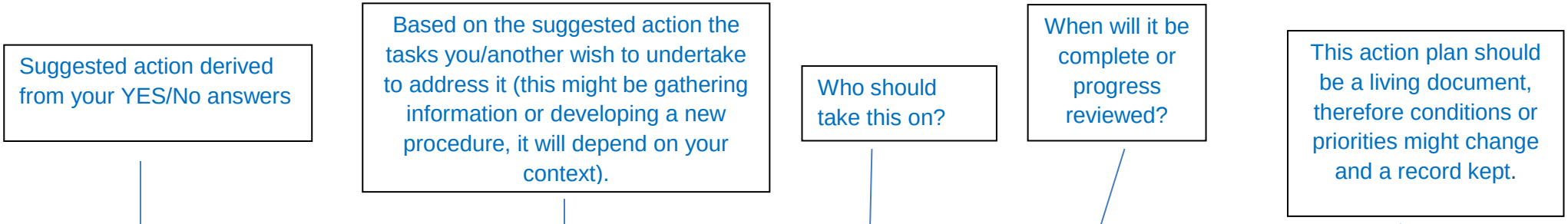
Click here to register as Premium User

Home Audit Site Admin Profile Logout

QiSS - Extended Learning Opportunities Action Plan

Action statement	Specific tasks	Person responsible	Target date	Progress notes
Theme 1 - Clear purposes				
Continue to explore ways to research your purposes and share these widely with all stakeholders using new and innovative methods				
Theme 2 - Finding out what's needed				
Consider using an external consultant to undertake an independent needs analysis. Analyse how the outcomes of this compare with your own findings				
Theme 3 - A distinct ethos for learning				
Continue to experiment with new and innovative ideas to improve the ethos in your activities. Involve learners in evaluating and improving the learning environment wherever possible				
Theme 4 - Empowering children and young people				
Evidence the ways in which you have succeeded in involving all children and young people in the decision making and leadership of extended learning. Share this information with other schools				
Theme 5 - Learning Together				
Explore new ways of working with other schools to learn together and share good practice				
Theme 6 - Effective resourcing				
Explore new ways of resourcing your extended learning, including attracting external grant funding, fundraising and using staff and volunteers in new ways				
Theme 7 - Communicating effectively				
Explore ways of using new technology to communicate your				

8. In the basic version of the tool you can see your completed action plan, which you can print out. Then as an individual or a team, complete as much of this as possible (see Appendix 1 & 2 for exemplars).


Suggested action derived from your YES/No answers
Based on the suggested action the tasks you/another wish to undertake to address it (this might be gathering information or developing a new procedure, it will depend on your context).
Who should take this on?
When will it be complete or progress reviewed?
This action plan should be a living document, therefore conditions or priorities might change and a record kept.

QiSS - Extended Learning Opportunities Action Plan

Action statement	Specific tasks	Person responsible	Target date	Progress notes
Theme 1 - Clear purposes				
Begin to collect evidence to show that your different activities are designed to meet needs and achieve various learning outcomes				
Theme 2 - Finding out what's needed				
Implement a regular cycle of consulting with different groups, thinking about their responses and using the information for planning				

Remember targets should also be SMART (specific, measurable, achievable, realistic and time bound).

Specific tasks – what tasks either you or members of your organisation will need to carry out to address the identified action.

Person responsible – if known who the person or persons responsible for undertaking the tasks will be (you may not know at this stage. However, tasks are always more likely to be undertaken if there are clear lines of responsibility).

Target date – when will a task will be completed or at least started? It may be difficult to say at this point but the more specific it is the more likely it is to be achieved.

Progress notes – when first completing an action plan these might be left blank. However, actions plans should be living documents and thus the nature of the task may change the target date or who is responsible. Remember you can return to the Audit tool as many times as you like and complete a new audit to show your progress and share with colleagues.

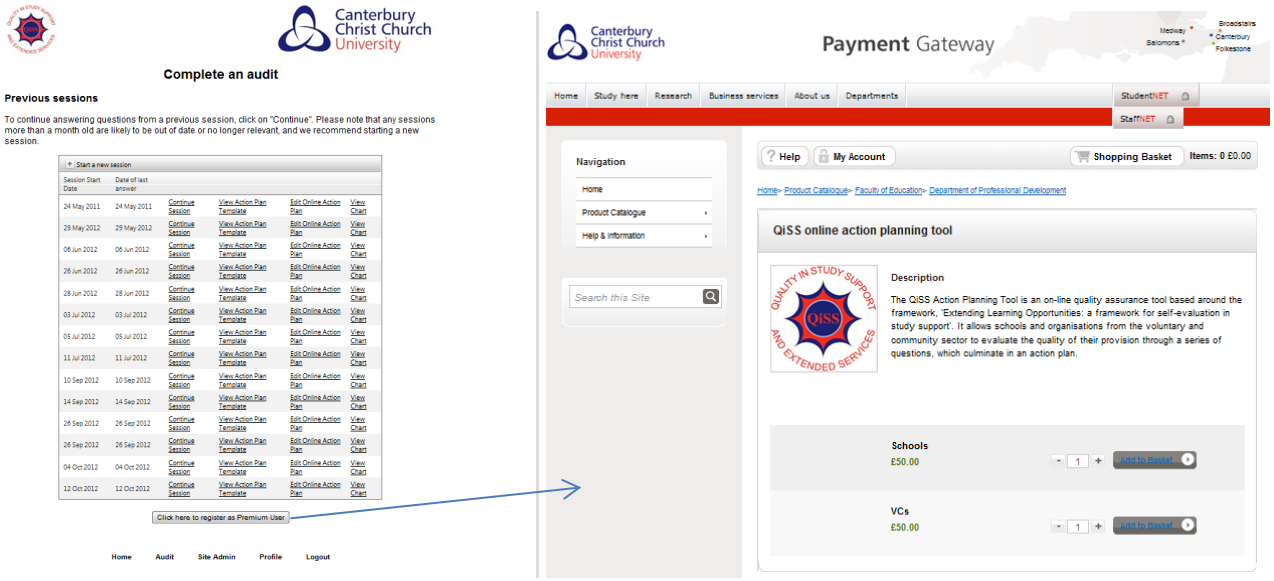
9. Premium User

The Premium version of the online tool has a number of enhanced features which have been designed to make the tool more responsive to organisational needs and allow more flexibility in its use. If wish to have these features enabled, click on the Premium User button on the 'Complete Audit Tool' page and follow the instructions, this will take you to the Canterbury Christ Church Payment Gateway. The fee to become a Premium User is currently £50.

Premium user enhanced features:

As a Premium User, you will have access to a number of enhanced features:

- Summative radar plot
- On-line Editing
- Print and Save
- Certificate and Logo


Canterbury Christ Church University
Complete an audit
Previous sessions
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Start a new session
Click here to register as Premium User
Home
Audit
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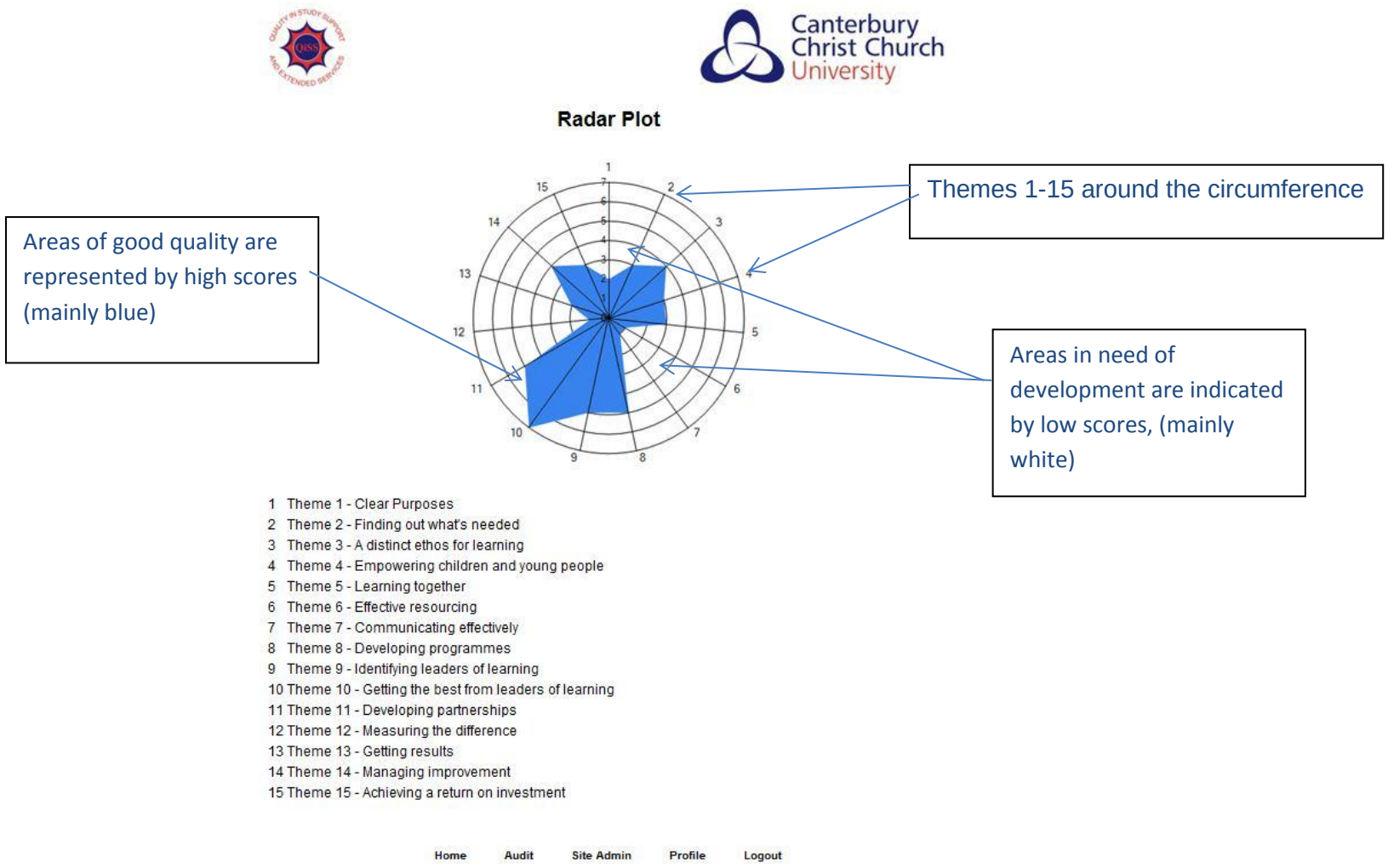
Profile
Logout
Payment Gateway
Navigation
Home
Product Catalogue
Help & Information
Search this Site
Help
My Account
Shopping Basket
Items: 0 £0.00
QiSS online action planning tool
Description
The QiSS Action Planning Tool is an on-line quality assurance tool based around the framework, 'Extending Learning Opportunities: a framework for self-evaluation in study support'. It allows schools and organisations from the voluntary and community sector to evaluate the quality of their provision through a series of questions, which culminate in an action plan.
Schools
£50.00
VCs
£50.00

Summative radar plot

For premium users, once you have completed the audit tool, you will also be able to view a summative radial, which provides an instant visual representation of the strengths of your organisation and areas for development as measured against the 15 themes in the ELO.


Canterbury Christ Church University
Radar Plot
Themes 1-15 around the circumference
Areas of good quality are represented by high scores (mainly blue)
Areas in need of development are indicated by low scores, (mainly white)
1 Theme 1 - Clear Purposes
2 Theme 2 - Finding out what's needed
3 Theme 3 - A distinct ethos for learning
4 Theme 4 - Empowering children and young people
5 Theme 5 - Learning together
6 Theme 6 - Effective resourcing
7 Theme 7 - Communicating effectively
8 Theme 8 - Developing programmes
9 Theme 9 - Identifying leaders of learning
10 Theme 10 - Getting the best from leaders of learning
11 Theme 11 - Developing partnerships
12 Theme 12 - Measuring the difference
13 Theme 13 - Getting results
14 Theme 14 - Managing improvement
15 Theme 15 - Achieving a return on investment
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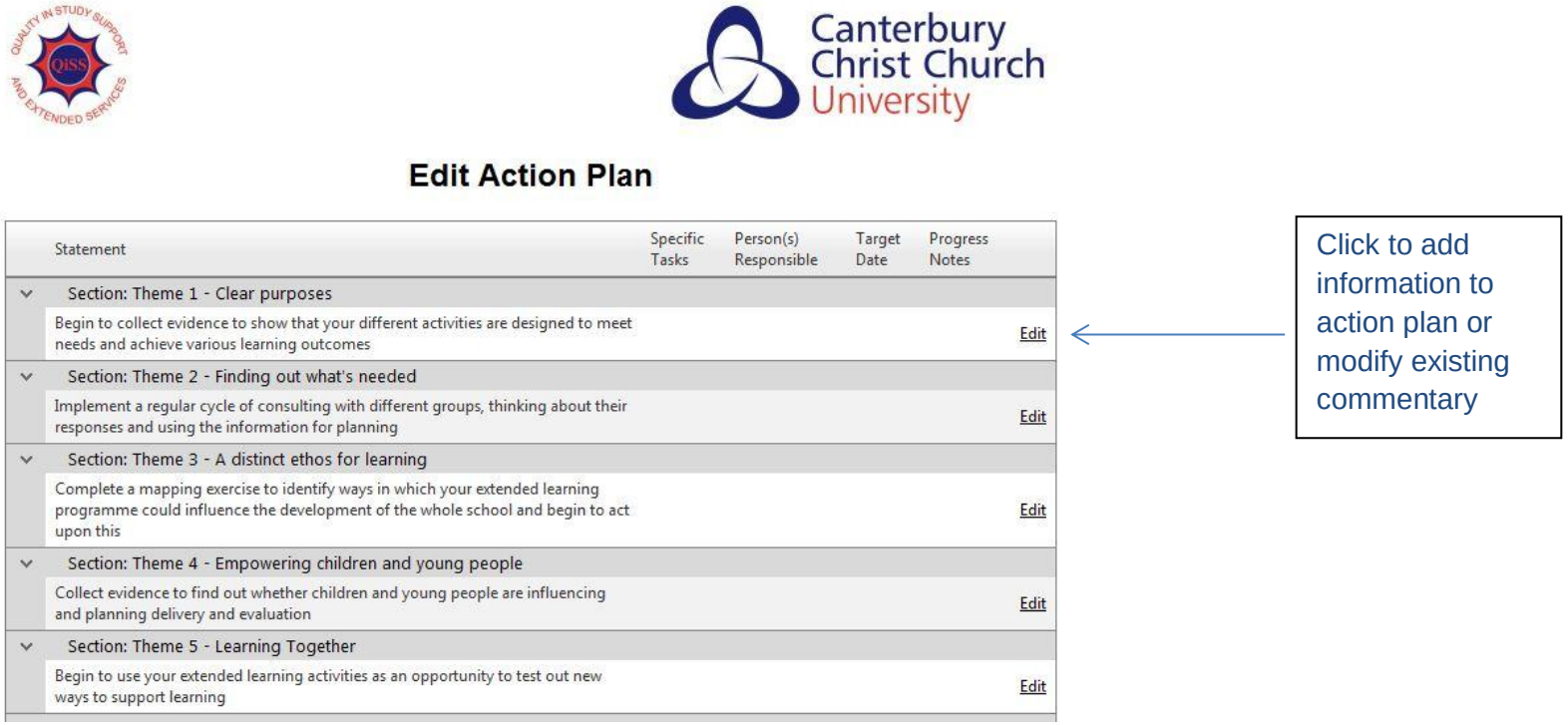
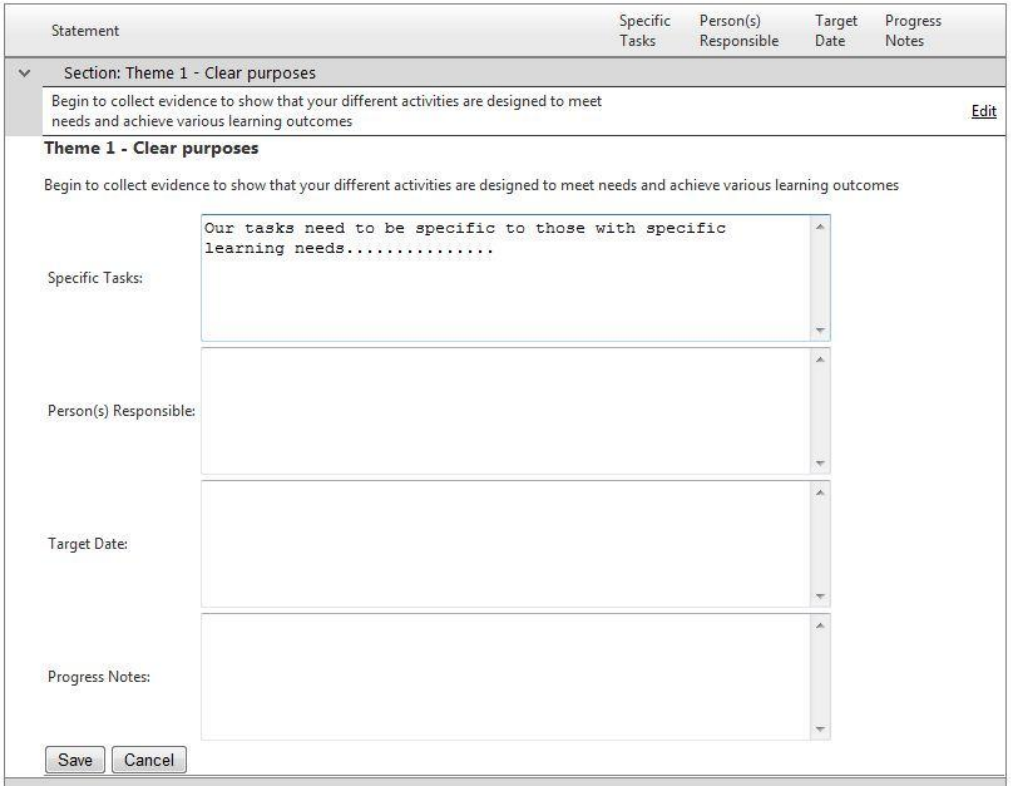
On-line Editing

This feature allows you to complete the action plan on line and modify it as actions are completed or situations change. This feature is particularly useful if a number of people perhaps located in different locations will be completing the action plan or need sight of it.


Canterbury Christ Church University
Edit Action Plan
Statement
Specific Tasks
Person(s) Responsible
Target Date
Progress Notes
Section: Theme 1 - Clear purposes
Begin to collect evidence to show that your different activities are designed to meet needs and achieve various learning outcomes
Edit
Section: Theme 2 - Finding out what's needed
Implement a regular cycle of consulting with different groups, thinking about their responses and using the information for planning
Edit
Section: Theme 3 - A distinct ethos for learning
Complete a mapping exercise to identify ways in which your extended learning programme could influence the development of the whole school and begin to act upon this
Edit
Section: Theme 4 - Empowering children and young people
Collect evidence to find out whether children and young people are influencing and planning delivery and evaluation
Edit
Section: Theme 5 - Learning Together
Begin to use your extended learning activities as an opportunity to test out new ways to support learning
Edit
Click to add information to action plan or modify existing commentary


Edit Action Plan
Statement
Specific Tasks
Person(s) Responsible
Target Date
Progress Notes
Section: Theme 1 - Clear purposes
Begin to collect evidence to show that your different activities are designed to meet needs and achieve various learning outcomes
Edit
Theme 1 - Clear purposes
Begin to collect evidence to show that your different activities are designed to meet needs and achieve various learning outcomes
Specific Tasks:
Our tasks need to be specific to those with specific learning needs.....
Person(s) Responsible:
Target Date:
Progress Notes:
Save
Cancel

Print and Save

The Premium version also provides the opportunity to print and save the action plan

Certificate and Logo

Once complete don't forget to send your action plan to QiSS for validation and you will then be sent a First Steps Certificate and logo. The logo can be used on website and company stationary and will advertise your commitment to quality assurance using a nationally recognised framework.

Quality in Study Support and Extended Services
Canterbury Christ Church University

This is to certify that

Children's Links

has engaged with

Extending Learning Opportunities

'First Steps'

Lead: Rachel Aylmer 30 August 2012

Linda Leith, Director
Quality in Study Support and Extended Services
Faculty of Education, Canterbury Christ Church University

10. Next Steps

The ‘quality’ of a product to a process can be ascertained if we ask is it ‘fit for purpose?’ Frameworks like the ELO attempt to identify areas necessary in ensuing that provision is fit for the purpose/need for which it was developed. Broadly speaking the themes in the first third of ELO relate to aims and ethos, those in the middle are around resourcing and management and the final themes relate to managing improvement, demonstrating impact and getting a return on investment.

For many organisations it is often these latter themes which are more challenging to evidence.

Each theme is also expressed in three progressive levels from ‘Emerged to Advanced’.

Emerged	Established	Advanced
Practice in this category will illustrate aspects of well-run Extended Learning/Study Support opportunities in which a visitor would expect to find clarity of purpose, coherent planning and a range of provision. The needs of children and young people and the community context will have been investigated and used to inform provision. Future developments will have been mapped out.	Good practice in this category will demonstrate a sustained commitment to improvement and increasing leadership of learning by children and young people. Management and leadership will be robust and demonstrate an ability to be self-critical, to address weaknesses and build on strengths. There will be strong collaboration with other organisations in planning and running programmes and Extended Learning/Study Support will be built into development planning.	Provision in this category will represent the leading edge of Extended Learning/Study Support involving children and young people and the wider community in planning delivery and evaluation. Monitoring will be routine and focussed evaluations will take place regularly. Common goals and shared resources will have created sustained partnerships with other organisations. There will be conviction, confidence and expertise to train and to lead others as national centres of excellence.

A high score on the radials in a theme indicates that provision might have some Advanced elements, a low score might suggest it is at the Emerged level. The audit tool will then be useful for organisations/clusters considering applying for recognition or for those who already have QiSS recognition and are considering applying for the next level, to decide where they currently stand in relation to the three levels of good practice.

QiSS offers a nationally recognised peer reviewed quality assurance system at each level. This builds directly on the ELO and involves a written self-assessment and file of evidence. Recognition is then awarded through a developmental peer review process. In addition recognitions are progressive, with Advanced centres rightly claiming to be centres of excellence.

Over 2000 Individual schools and VCS organisations have obtained QiSS recognition. Their testimonials provide evidence of the impact undertaking the scheme has had on their increased efficiency and effectiveness as well as the benefits it has had in such aspects such as improved community relations and Ofsted inspections.

To find out more, visit the QiSS website at

www.canterbury.ac.uk/qiss

or contact

qiss.enquiries@canterbury.ac.uk

01227 86 3656

Appendix 1 - QiSS - Extending Learning Opportunities Action Plan – School Exemplar

Action statement	Specific tasks	Person responsible	Target date	Progress notes
Theme 1 - Clear purposes				
Begin to collect evidence to show that your different activities are designed to meet needs and achieve various learning outcomes	*Our activities need to be responsive to those with special needs or different learning styles, or perhaps in challenging circumstances. We will conduct an audit of these activities and record the various users and where they have particular needs, the different equipment used, teaching and learning methods. Where students have specialist requirements, a record should be kept in their files.*	*All staff contribute* *A.Smith coordinates*	*Dec 2012*	*Have reviewed learner files for current cohort and a class taught last year. Have drawn up a checklist for different needs.* *Need to discuss with the team how best to record learning styles.*
Theme 2 - Finding out what's needed				
Implement a regular cycle of consulting with different groups, thinking about their responses and using the information for planning	*Currently consult parents informally, however, have agreed to have a regular parent's forum at the start of each term. If successful we will invite other groups (e.g. staff from other schools, local business, the local authority). Each meeting with be informal and have minutes and actions identified. If this proves popular we may develop additional forums.*	*B. Brown – to book room and send invites/host.* *A.Smith host/chair*	*First forum Sep 2012 (2nd week of term), then the second week of each term.*	*B.Brown asked to start collating parent contact details*

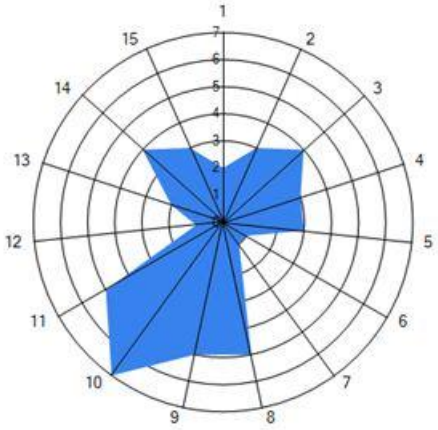
Theme 3 - A distinct ethos for learning				
Complete a mapping exercise to identify ways in which your extended learning programme could influence the development of the whole organisation and begin to act upon this	*At next team meeting we will devote half of the time to mind mapping how the aims of our activities contribute to the strategic aims and business plan. These will then be discussed with the SMT.*	*A.Smith to chair and write up*	*1st July – next meeting*	
Theme 4 - Empowering children and young people				
Collect evidence to find out whether children and young people are influencing and planning delivery and evaluation	*In the school we work with the school council and has made a number of suggestions in terms of activities, so can look through the notes of these meetings.* *We can also introduce feedback questions for our young people and maybe ask them to help design them?* *Will also ask them in a session – i.e if they are happy not only with the activities provided but how they are delivered.*	*G. Jones – works with School Council and has volunteered to help*	*15th July next school council meeting and then 18th September.*	
Theme 5 - Learning Together				
Begin to use your extended learning activities as an opportunity to test out new ways to support learning	*This will be put on as an agenda item in our next meeting, i.e. an open discussion of what we currently do and how it links to the schools priorities. See action for theme 3*	*A. Smith to chair and write up*	*1st July – next meeting*	

Theme 6 - Effective resourcing				
Start to develop an awareness of the resources you are using. Ensure you are recognising both real and hidden costs	*In a team meeting I will ask staff to make a list of current resources, then arrange a meeting with the finance manager and attempt to cost these, also will discuss with the head teacher as to how this relates to next year's budget.*	*A. Smith*	*1st July – next meeting.*	*Next year's budget has already been settled, so this year, this will be an exercise to help us think more systematically about our resources for the following year.*
Theme 7 - Communicating effectively				
Begin to tell people about the extended learning opportunities on offer and the benefits of these	*We need to review our publicity and perhaps make a separate leaflet or page on the website, for all the activities.*	*A. Smith*	*Sep 2012*	
Theme 8 - Developing programmes				
Complete a mapping exercise to identify which interests, needs and skills you are addressing via extended learning. Use this map to identify and fill any gaps.	*Over the next term, we will discuss as a team and then perhaps produce an audit of the aims of each club/activity under the headings of needs and skills.*	*Whole team and A.Smith*	*Jan 2013*	
Theme 9 - Identifying leaders of learning				
Implement a system to ensure that you have identified the best people for the job	*Our staff review forms can be collated as can staff CVs. However, will also ask senior managers if any of their staff have relevant skills.*	*P. Brown to supply staff CVs A.Smith to discuss issue at next SMT meeting*	*30th June 2012*	

Theme 10 - Getting the best from leaders of learning				
Begin to document how those who lead extended learning and developing the understanding and knowledge of others. Start to share this widely	*Ask staff for examples and evidence (e.g. emails, letters, appraisals) and have evidenced their support of others. Raise in next team meeting and first team meeting next year.*	*B. George to collate*	*June 2013*	
Theme 11 - Developing partnerships				
Map out where your priorities overlap with those of partners and potential partners	*The school we work with serve a lot of children from deprived backgrounds. We could meet with each head of year and compare registers and try to identify those with particular needs.*	*I. Armstrong has volunteered to do this*	*During the next two terms, completed by April 2013*	*Ian has agreed to start by reviewing our own records.*
Theme 12 - Measuring the difference				
Start to consider how you are going to measure impact and what types of evidence you need to be collecting	*This will link to our initial audit of aims. Once we have this we can ascertain how to measure the impact of each so we will devote a team meeting next term to this.*	*Team meeting agenda and possibly look for a specialist or person to take it on as a developmental project.*	*TBA*	*May need some specialist advice and support*

Theme 13 - Getting results				
Gather evidence to show how you are valuing the progress that individuals are making.	*Review young people and group records. This might need to be combined with group session records to show progress over the period to do four activities.*	*Link to 12, decide a person or working group next term*	*TBA*	
Theme 14 - Managing improvement				
Evidence how extended learning is used to contribute to development planning and to address wider organisational priorities	*We will seek to make this part of our annual review cycle. Once we have formalised the collection of impact data, this will be used to base each year's strategic and business plan.*	*A.Smith*	*Jan- March annually*	
Theme 15 - Achieving a return on investment				
Create a comprehensive list of all contributions that are not incurring a cost - to demonstrate matched in-kind contributions. For example: 'free' resources from a local supplier; time from parents/carers; staff time above their salaried hours/directed time.	*Linked to theme 6 as a management task we will audit our resources and look at our costs and income. Begin as part of a team meeting agenda item.*	*A. Smith*	*1st July – next meeting.*	*Link to Theme 6*

Radar Plot



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Appendix 2 - QiSS - Extended Learning Opportunities Action Plan – VCS Exemplar

Action statement	Specific tasks	Person responsible	Target date	Progress notes
Theme 1 - Clear purposes				
Begin to collect evidence to show that your service is designed to meet needs and achieve a variety of different outcomes	*Study registers of pupils attending our sports activities, beak them down by groups e.g. SEN, free school meals etc.* *Consult schools about their needs then revisit*	*Each area manager*	*December 2013*	
Theme 2 - Finding out what's needed				
Start to collect evidence to demonstrate that you have gone beyond guesswork and hunches in identifying and addressing need	*The outcome of action in theme 1 will allow us to develop an action plan based on what needs we identify, this will also allow us to consider the appropriate evidence*	*Each area manager*	*June 2013*	

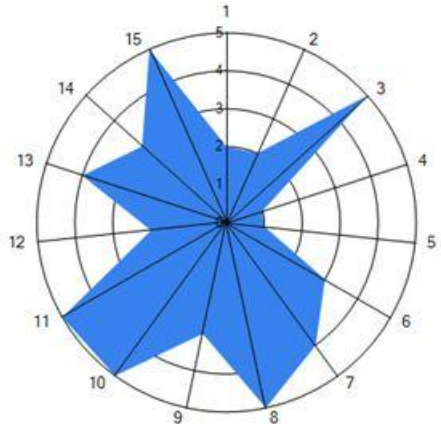
Theme 3 - A distinct ethos for learning				
Continue to experiment with new ways to improve the learning atmosphere. Involve young people in improving the learning environment wherever possible	*This is a continuation of what we are already doing well. However, we need to ensure that we continue to collect the evidence.*	*Each manager to feed it back to P. Brown at head office*	*At the end of each term with their progress reports*	
Theme 4 - Empowering children and young people				
Analyse which young people are attending the services you offer and start to list possible reasons for this	*We could modify our feedback forms to include questions about why young people attend.*	*P. Brian will modify the standard evaluation form*	*Sep 2012*	
Theme 5 - Learning Together				
Ensure that the people who lead your activities discuss personal development and learning with your children and young people	*This will involve staff training to explore how they might encourage young people to discuss their personal development. We might need a pro-forma, to record this, maybe a personal log or diary?*	*P. Brown to explore training*	*Over the next year.*	*Probably make this part of the annual conference*
Theme 6 - Effective resourcing				
Collect evidence to demonstrate how the resources you use enhance the development of children and young people	*We might need to consider this. Some discussion with the schools would be helpful. Obtaining their performance data for the children who do and do not participate in our activities.*	*To be discussed at next general meeting*		

Theme 7 - Communicating effectively				
Identify ways that you can develop your young people's communication skills by involving them in sharing information about your service	*Develop a forum similar to school council, ask our children to make presentations about what they have learned.*	*Regional managers*	*Over the next academic year.*	
Theme 8 - Developing programmes				
Continue to broaden the scope of your provision to ensure that you are addressing the widest possible range of interests, skills and needs	*At the conference will make it an agenda item to discuss new provision and necessary resources.*	*P.Brown*	*August 2013 (conference & AGM)*	
Theme 9 - Identifying leaders of learning				
Document how you are using a range of leaders, including children, young people, staff, external providers and those drawn from the community	*Ask each group lead to report on this.*	*Collated by P.Brown*	*December 2012*	
Theme 10 - Getting the best from leaders of learning				
Develop the leadership skills of young people so that as many students as possible can be involved in the planning, delivery and monitoring of provision	*We already have a well- established young person's coaching scheme. This we need to record more carefully in terms of who is involved and outcomes.*	*P.Brown to work with a group to explore how to evidence this*	*By May 2013*	
Theme 11 - Developing partnerships				
Find new and innovative ways of telling others about your partnership work	*Make this a focus group task for delegates at the conference*	*B. Smithers to coordinate*	*August 2013*	

Theme 12 - Measuring the difference				
Collect appropriate evidence to measure the impact of your services	*Will discuss at our next meeting but impacts relate to confidence and motivation. So will modify feedback questionnaire to ask young people to rate themselves before and after our activities.*	*P. Brown*	*Nov 2012*	*Will talk to QiSS about ways to measure impact on attainment since schools seem very keen on this*

Theme 13 - Getting results				
Ask young people to write about how taking part in your activities has helped them achieve a particular goal/ how it has changed their life. Keep a portfolio of their responses. (They may wish it to be anonymous)	*This will be straightforward, although will start it with one or two groups as a pilot. Need to remember to remove names.*	*P. Brown*	*Over the next year (by June 2013)*	
Theme 14 - Managing improvement				
Evidence how you use the services you offer as a strategy to contribute to the wider community?	*Will ask group leaders to talk to parents initially and schools, to ask about sources of impact.*	*Regional managers*	*Over the next year (by June 2013)*	*Maybe explore how to formalise this for 2013-2014*
Theme 15 - Achieving a return on investment				
Continue to explore ways to improve your return on investment and making your provision increasingly cost effective and sustainable	*This will be part of our end of year review and audit*	*SMT*	*AGM – August 2013*	

Radar Plot



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